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ABSTRACT

The Zip Pak for the pre-primer reading level was developed for use with migrant Mexican American children with reading deficiencies. Its goals are to: (1) increase and widen the child's ability to be selective in choosing his information and selecting information pertinent to a purpose; and (2) improve the child's ability to make decisions, categorize, and acquire fluency in stating preferences. Behavioral objectives are that the child will: (1) select 10% more pairs of pictures in a sorting task on the posttest than on the pre-test; (2) provide 10% more taxonomic (categorical) labels in a sorting task on the posttest than on the pre-test; (3) provide 10% more inferential labels in a sorting task on the posttest than on the pre-test; and (4) provide 10% more labels of any kind in a sorting task on the posttest than on the pre-test. The Sigel Test for Cognitive Styles in Categorization is used to provide an instant profile of the way each child prefers to organize what he sees. This teacher's manual presents: (1) the directions for administering, scoring, and interpreting the Sigel Test for Cognitive Styles in Categorization, (2) 5 lesson plans, and (3) 11 suggestions for additional activities. (NQ)

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ZIP PAK

for

PRE-PRIMER READING LEVEL

(Teacher's Manual)

Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009054

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

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(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

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Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

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1968

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FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

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TEACHERS' MANUAL

Introduction

Much effort is being put forth to find solutions to the problem of reading deficiencies among migrant Mexican-American children. The best efforts of the standard school programs and the experimental programs have been able to do little more than point to a fundamental dichotomy in language patterns, vocabulary, and conceptual background.

There is wide agreement that the crucial need is for a closer relationship between oral language and reading. To put it another way, the area of failure is not the visual discrimination involved in decoding, but the interpretation of the material to be decoded.

Objectives

Two proposals should now be made.

One: Reading content should be of high personal interest to children who live in this particular environment.

Two: A way should be found to prepare their way of thinking for the more abstract and inferential ideas encountered in even the beginning levels of the education process.

Thus the child unaccustomed to verbalizing ideas must be led to shift from simple descriptive language to a more organized way of viewing things. This may well be the key to the problem of reading disability, for he will be less bewildered, more assured, as he habitually sorts and classifies, and draws inferences from the elements he is encountering.

Our goal, then, will be to increase and widen the child's ability to be selective in choosing his informrtion, selecting information pertinent

to a purpose; to improve his ability to make decisions; to categorize; to acquire fluency in stating preferences.

Behavioral Objectives

I. A child will select 10% more pairs of pictures in a sorting task on the Post-test than he did on the Pre-test.

II. A child will provide 10% more taxonomic (categorical) labels in a sorting task on the Post-test than he did on a Pre-test.

III. A child will provide 10% more inferential labels in a sorting task on the Post-test than he did on the Pre-test.

IV. A child will provide 10% more labels of any kind in a sorting task on the Post-test than he did on the Pre-test.

Evaluation

The Sigel Test for Cognitive Styles in Categorization* was used to determine the child's pattern of thinking. This test provides an instant profile of the way each individual child prefers to organize what he sees.

1. Administration of the Test

The test consists of 35 panels of three pictures each. The child is asked to choose two that go together and tell why. He is encouraged to make as many selections as he can.

We rebound the booklet of pictures so that the even numbers could be given as a Pre-test and the odd numbers as a Post-test.

To administer the test, show the child Picture One in the booklet. (See Figure 1, following page.) Tell him: "All of your answers are correct, none is wrong. Pick out any two of the pictures and tell why they

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* For further information, write to: I. E. Sigel, Merrill-Palmer Institute, 71 East Ferry, Detroit, Michigan.

they are related."

Figure 1

The child may select AC and say, "Both are round, both are red." The tester should then say, "Are there any others that go together?" He may select BC and say, "Both have stems." Some other responses may be, "BC are fruit; BC have seeds." (See figure 2.) Record child's letter combinations in the square to the right of the number "1" and his remark directly opposite this in the long box to the right. Be sure to keep the letter combinations and the child's remarks in line with each other for ease in scoring.

1	AC BC	Both are red, both round. Can eat both, have stems.

Figure 2

If this is the Pre-test, use the booklet of even numbered cards. Turn to card 2 and begin the test.

On the Post-test, use the odd-numbered cards.

Since this is a test of power, not speed, each child will vary in the time needed to complete the test. Allow approximately 20 minutes for each child.

2. Scoring

A. Coding Examples

Each response is placed in a particular group according to the response. (See Figure 3 for scoring example)

1. Descriptive Part-Whole. This response may be coded D-1 to facilitate scoring. Examples of labels in this sub-class denote observable parts of a figure. Some examples are: "They are holding hands." "They have shoes, dresses, hair." "They look alike." "They are holding their hands up."
2. Descriptive whole. This response may be coded D-3 to facilitate scoring. Examples of labels in this sub-class denote whole objects. Some examples are: identifying two figures as "men." "These are children." "They are men." "They are houses." The difference between D-1 and D-3 is that D-1 labels a part of an object and D-3 labels a whole object.
3. Relational (R). A relational response relates one picture or part of a picture to another picture. Some examples are: "A man can cut with a saw." "The man cuts wood with an axe." "The mother is going to get the baby." "He is going to sit in the chair." "The ape likes bananas."
4. Functional (F). In this sub-group objects are classified together on the basis of inferred use. Some examples are: apple and pear -- "You can eat them." axe and saw -- "They both cut." dog and man -- "They both walk." chair and sofa -- "You sit on them." lady and maid -- "They do housework." The difference between Functional and Relational is that Functional tells what both can do and Relational relates what

one does to or with another. (R) "Man can cut with a saw." (F) "They both cut."

5. Categorical Class-Naming (C). In this sub-group, class labeling is used. Most of the nouns ending in "s" belong in this sub-group. Some examples are "mothers," "animals," "foods," "toys." Other examples are: Pictures with a chair and a table as stimuli, the child might say, "These are furniture." A horse and a dog used as stimuli, the child might say, "These are animals." With a lady in one picture and a woman with an apron carrying a dust cloth used as stimuli, the child might say, "These are mothers."
6. Inferential (I). Inferential is a sub-group in which something is inferred without being distinctly visible. For example, in a picture with two human beings as stimuli, a child might respond, "These are sad." "These are handicapped." In pictures with the stimuli a pear and an apple, the child may respond, "These are hard," or in pictures of an axe and a saw, the child may respond, "Both are sharp." Terms that deal with value judgments, geographical locations, physical characteristics, belong to the inferential sub-group. Also nonvisible objects; bones, the terms "hot" and "cold," and "seeds," show inference.

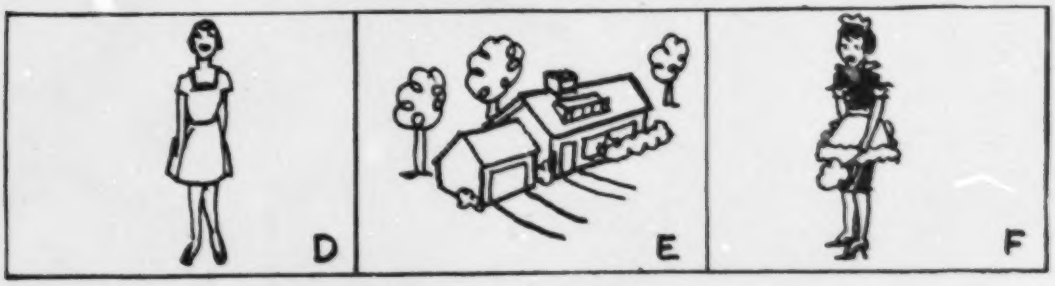
To distinguish between inferential and categorical, one must be careful. For example, when a child says, "Both are living," this is categorical, as it fits the class "living," whereas a child may say, "Both are alive" and this fits the inference sub-group as it is inferred and not a class.

B. Tallying the test.

Picture 2 has been used as an example of the tallying process. (See Figure 3 and 4.) Notice that the scorer has placed the coded symbols together neatly for ease in tallying.

2	D E D F	She can sleep in the house. They are mothers. They do housework. They are laughing. They have shoes.	R C F
		hair and dresses	

Figure 3



(card no. 2 from the Sigel Cognitive Style Test)

Figure 4

C. Interpreting the test.

Actual examples from two pupils used in our workshop are cited below. Student A (Figure 5) had 65% of his responses Descriptive-Part-Whole on both the Pre- and Post-test, which showed no change

STUDENT "A"	D_1	D_3	R	F	C	I	SS	TOTAL
Pre-test	16	0	2	1	2	5	2	26
Post-test	26	4	2	1	2	5	10	40

Figure 5

percentagewise. He had increased his number of Descriptive-Whole responses from none (0) to four (4). There was little change on the other scores, but he gained five (5) times more pairs of pictures (see the SS column) in the Post-test than he named on the Pre-test. His total responses increased from 26 to 40, which also shows that he is seeing many more things than before. Possibly we have stimulated his thinking.

STUDENT "B"	D_1	D_3	R	F	C	I	SS	Total
Pre-test	15	2	10	0	2	7	9	36
Post-test	38	2	7	2	5	5	16	59

Figure 6

Student B (Figure 6) shows a remarkable gain. He had large gains in Descriptive-Part-Whole, and Categorical Class-Naming groups. Each of these showed that the student had changed his style somewhat in categorizing. In addition, he had progressed from seeing just the surface of things to seeing nonvisual elements. Also, he had named more pairs in each figure, showing perception of more relationships. His total responses increased from 36 to 59, showing increased fluency.

Lesson Plans

Lesson 1. "Follow the Arrows" (Game 1 in child's Zip Pak)

This game sets the pattern for the category chart of progress from the whole to the particular. The "windows," together with the rule that you must start at the top and work down, assures step-by-step decisions on the basis of visual clues.

How to play the game:

After the windows have been fastened in place, let the child choose a square from among those he has cut out from page 7. Tell him: "To play this game, you start at the top of the two pages for game 1. Look at your square (the one he chose). Now, you choose one of the squares at the top." Show the child how he can choose either the square on the left, with the circle in it, or the one on the right with the square in it, whichever one matches more closely his chosen square.

Then say: "Notice that below each square, there are two arrows. Follow each arrow to its window. Open each window. Then choose which window you want to keep open. Each time, as you keep going to the bottom of the page, you get to choose. Now close the window you don't want to keep open. Keep going in this way until you reach the square that has something in it which matches what you have in your hand."

This is a game of decisions:

Decision ONE is, - square or round?

Decision TWO is, - large or small?

Decision THREE is, - star or non-star?

The 8 figures, presented on a separate paper, heavy enough to be used as cutout cards, constitute the "pack" from which the child draws and goes through the matching process.

Lesson 2. "Follow the Arrows." (Game 2 in child's Zip Pak.)

A continuation of Game 1, wherein children can work through triangles and squares with identifying characteristics. Good for independent practice.

Lesson 3. "Follow the Arrows." (Game 3 in child's Zip Pak.)

Hopefully, we are now able to substitute written labels in the categorical chart-pattern. Here we suggest that the child delineate his own figures by drawing in the spaces provided on a separate sheet. He could then paste them into position on the inside-outside chart.

How to play Game 3.

Tell the child to open his Zip Pak to page 17. Then say: "On this page and the next are squares in which you can draw things. Now turn to pages 15 and 16 to see what we could draw. Notice that these two pages are a lot like the 'Follow the Arrows' game, except that you will make a drawing and paste it on top of the square whose words match what you have drawn. For instance, in the square that says 'to ride on,' you would first look at the top square on the page. It says 'things outside.' Then, following the arrow, we come to 'toys,' and last 'to ride on.' So, you must draw something to ride on that is a toy that is

found outside the house; for example, a bike, or some other object of your own choosing. After you finish your first drawing, do the next, and so on until the bottom four squares on each page are covered over."

Lesson 4. (Game 4 in child's Zip Pak.)

A simple workbook type exercise in classification.

Lesson 5. "The Collecting Game." (Game 5 in child's Zip Pak.)

This type of game has many uses, any of which should be of benefit in areas of sorting, classification, categorization, inference, and reclassification.

In this game, the child chooses his category - pets, good to eat, to play with, etc., from among eight labels. If two play, there could be alternate drawings from the pack, or they could freely locate as many cards as possible before the opponent filled his nine pockets, or before he gave up. They would soon learn that a category, like "money" would yield fewer cards than a more abstract one like "animals."

How to play the game:

1. Tell the children to cut only along the dotted lines on page 23.
2. Then lay the bottom of each strip (with three pockets on it) on its corresponding dotted line on page 24.
3. Fasten each strip by placing scotch tape (½" width) on top of each arrow on page 24.

4. Cut out labels on page 25.
5. Cut out pictures on pages 26 and 27, and place in a pile upside down.
6. Each child takes a label to collect pictures in that specific category; for example, money.
7. Pupils take turns drawing one picture at a time from the top of the pile.
8. The pupil who first fills all nine pockets for his label wins.

Here, children in competition will, hopefully, be found thinking abstractly and reclassifying pictures.

Additional activities:

All basal readers have suggestions in their manuals for building skills of synthesis - (drawing conclusions, reading for the main idea, labeling, making collections, etc.)

The Van Allen Language Experience Approach gives importance to collecting, labeling, sorting, cataloging, and classification games.

The Peabody Kit repeats classification games intermittently from beginning to end.

In addition to these suggestions, we might add the following:

1. Spread out on a big sheet of wrapping paper, a selection of Peabody Kit pictures. Play structured and unstructured games with them. Example: "Choose some pictures that you think go together and tell me why you think so."

2. Follow this up with putting all the pets on one paper and all the toys on another. Then sort each pack into things to play with inside and things to play with outside.
3. Begin to label packs of picture cards with printed cards of various degrees of abstraction - (some particular, some abstract). Fit into the category chart pattern.
4. Draw pictures and fit into the pattern.
5. Draw lines from names of particular things listed in a column, to a few abstract words listed in another column. Example; animals, pets, people, food.
6. Write down as many things in the room as you can THAT YOU CANNOT SEE, or that nobody else will say. (Important for practice in thinking inferentially.) This elicits responses like the electricity in the wire, strings in the piano, bones in people's bodies.
7. Many games of categorization may be played while riding in the car. We road-tested a "name ten things you see" - and there were ten service stations right away. Also ten trucks, ten trailers, and - interestingly enough - ten "beavers" or small foreign cars with VW on the front and wheels.
8. For encouragement in making sub-group classifications, we suggest that one child counts trailers at one point each while the other counts trucks. The trailer-counting child may get a 10 point bonus for each boat- or horse-trailer. The truck child may get a 10 point bonus for (say) motorcycles.

Conclusion:

On the Post-test we found that the children provided significantly

more Descriptive-whole, Descriptive-part-whole, Inferential, and more labels of any kind, than they did in the Pre-test. In addition, they selected significantly more pairs of pictures than on the Pre-test. We believe, therefore, that there is enough value in this line of instruction to justify further attention in the future.